



# S.P.I.R.E.<sup>®</sup>

Specialized Program Individualizing Reading Excellence

4th Edition

SAMPLER

Grades PreK-8

MTSS  

## Level 1, Lesson 5: Short e

### Includes content from

- *S.P.I.R.E. Digital Teacher Companion*
- *Teacher's Guide*
- *Student Workbook*
- *Blackline Masters*

S.P.I.R.E. 4th Edition

Digital Student STAR Seats

Digital Teacher Companion



## Admit every student into a reader's world of wonder.

S.P.I.R.E.® 4th Edition opens up the wondrous world of reading imagination to nonreaders, struggling readers, and students with dyslexia in all these ways:

- Consistent, intensive, and structured curriculum is research-proven.
- Scripted, easy-to-follow Teacher's Guide saves time for educators.
- A choice of physical or online materials adds flexibility.
- Simplified assessments readily confirm your students' progress.
- When paired with the Digital Student STAR seats, the Digital Teacher Companion allows teachers to easily Share, Track, Assess, and Report student data. Digital components powered by Exploros™.

Preview S.P.I.R.E. in these pages, and begin to see how its teacher-led 10-step lessons turn self-doubters into delighted readers.

# Meeting Standards through S.P.I.R.E.®

The standards place equal emphasis on the sophistication of what students read and the skill with which they read. S.P.I.R.E.® builds foundational reading skills and supports striving students as they ascend the “staircase of text complexity.”

<b>Phonemic Awareness</b>	<ul style="list-style-type: none"> <li>✓ Rhyme providing, categorization, and matching</li> <li>✓ Phoneme and syllable segmentation and deletion</li> <li>✓ Blending sounds, syllables, and words</li> </ul>
<b>Phonics</b>	<ul style="list-style-type: none"> <li>✓ Explicit, coordinated instruction in decoding and encoding</li> <li>✓ Phonemes, letters, graphemes, phonograms, syllable types, prefixes, and suffixes are directly taught</li> <li>✓ Decodable text reinforces every concept and builds fluency</li> </ul>
<b>Spelling</b>	<ul style="list-style-type: none"> <li>✓ Spelling and phonics are taught simultaneously</li> <li>✓ Oral pre-spelling activities analyze phoneme-grapheme relationships</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>✓ Fluency drills are provided for every concept</li> <li>✓ Decodable text provides daily fluency practice</li> <li>✓ Modeling and practice of phrasing, pausing, and inflection</li> </ul>
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>✓ Literal and inferential thinking is modeled and practiced</li> <li>✓ Visualization strategies and graphic organizers are utilized</li> <li>✓ Vocabulary instruction supports text comprehension</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>✓ Phonetically controlled vocabulary for every lesson</li> <li>✓ Strategy instruction to help students expand vocabulary</li> <li>✓ Class discussion to activate and build background knowledge</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>✓ Instruction in capitalization, punctuation, and certain parts of speech</li> <li>✓ Print handwriting is taught to build motor memory</li> </ul>

S.P.I.R.E. lessons are built on the principles of the Science of Reading, supported by decades of rigorous research into how children learn to read. Numerous studies of S.P.I.R.E. users have shown real progress year over year in all aspects of reading, from fluency to comprehension.

# S.P.I.R.E. Digital Teacher Companion and Digital Student STAR Seats

S.P.I.R.E. now adds the option of a full-featured online teaching platform: the S.P.I.R.E. Digital Teacher Companion. It gives teachers new flexibility to toggle between digital and print-based teaching tools, depending on their preferences and learning environment, while their students work in print. When paired with Digital Student STAR seats, teachers can then digitally share, track, assess and report student progress. Digital components powered by Exploros.

## An aid to instruction

S.P.I.R.E. Digital Teacher Companion gives teachers new capabilities for digital instruction and assessment. It also affords digital access to existing S.P.I.R.E. teacher materials, including the lessons and activities in the Teacher's Guide, all structured in parallel to printed S.P.I.R.E. with clear connections between the two formats. Instruction is organized online by scene, with each scene referenced on the left of the Teacher's Guide instructional pages.

The image illustrates the integration between the S.P.I.R.E. Digital Teacher Companion and the printed Teacher's Guide. On the left, three overlapping windows of the digital companion are shown, each displaying a different step of a lesson. On the right, a page from the Teacher's Guide is shown, with red and yellow boxes highlighting specific sections. Arrows point from these boxes to the corresponding digital windows, demonstrating how the digital interface mirrors the structure of the printed guide.

**S.P.I.R.E. Digital Teacher Companion**

**Teacher's Guide**

**Short e**

**Step 1: Phonogram Cards**

Review all previously learned Phonogram Cards. Display Phonogram Cards 1-24.

I will show these letters one at a time. When I show a letter, say the letter's name and then its sound.

Model the first item for students. For example, for Phonogram Card 1, say the following:

This is the letter p. The letter p stands for the /p/ sound. When I show this card, you say: p. /p/.

Review Phonogram Cards 1-24.

Display Phonogram Card 25.

The name of this letter is e. What is the name of this letter? (e) The letter e is a vowel. You will learn how to read and spell words with the vowel e.

**Step 2: Phonological Awareness**

**Sound Identification**

Students listen for the short e sound in the words you say, raising their hands when they hear the sound.

Close your eyes. I will say a word. Repeat the word, and if you hear the /e/ sound, raise your hand.

Say met. (met) Do you hear the /e/ sound in met? (yes) So, you should raise your hand.

Say run. (run) Do you hear /e/ in run? (no) So, you should not raise your hand.

Repeat the activity with the following words: let, red, cat, yes, get, sun, bed, hat, left, and best.

Introductory Lesson 5 189

**Step 3: Word Building**

Students use the Small Letter Set from their Manipulatives Kit to build words.

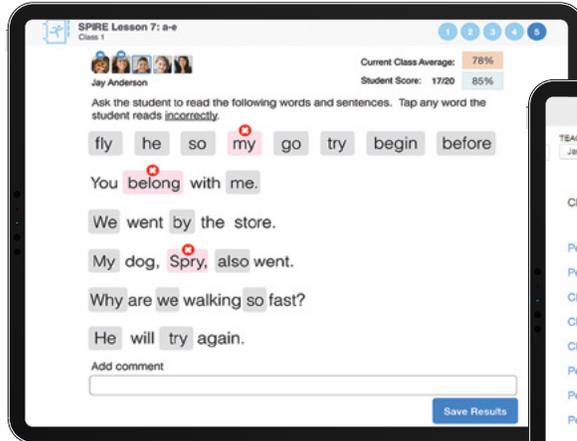
Listen as I say a word: met. Say met. (met) Let's sound out met using our fingers.

**Digital Manipulatives**

powered by exploros™

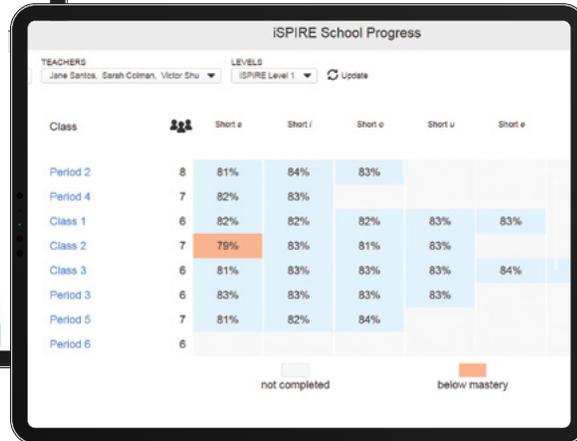
## Assessment with digital scoring and reporting

S.P.I.R.E. STAR lets teachers score students' print assessments, record their fluency and accuracy, and track student progress online in real time. It also consolidates this information into at-a-glance reports you can share at the class, school, or district level.



**Concept Assessment**

As the student reads from the print assessment, the teacher records the student's responses digitally. The responses are automatically scored and the data entered to create individual and class reports.



Report shows how individual students and groups of students are mastering each new skill in the Concept Assessment.

### Pre/Post Test

REPORT	LEVEL	Pre-Test				Date	Post-Test				Date	
		DW	DS	CWPM	Comp		DW	DS	CWPM	Comp		
Pre/Post-Test	Level 2											
AC	Amanda ...	90%	75%	77	60%	9/15/19	93%	95%	103	80%	2/10/20	
CL	Carlie Lig...	63%	85%	125	80%	9/15/19	98%	95%	65	80%	2/10/20	
CS	Charlie S...	70%	65%	22	40%	9/15/19	88%	90%	108	80%	2/10/20	
FM	Frank Mo...	80%	50%	67	60%	9/15/19	90%	80%	62	80%	2/10/20	
GD	Gordon D...	85%	90%	149	40%	9/15/19	93%	95%	91	100%	2/10/20	
TB	Tom Brown	78%	85%	184	60%	9/15/19	80%	85%	72	100%	2/10/20	

DW - Decodable words  
DS - Decodable sentences  
CWPM - Correct words per minute  
Comp - Comprehension

Compare the progress of individual students and groups of students from the beginning of each level to its completion.

## Created expressly for teachers

Note that students cannot sign in to the digital platform, nor use it directly. The S.P.I.R.E. Digital Teacher Companion is a resource built exclusively for teachers to facilitate class instruction. When S.P.I.R.E. Digital Student STAR seats are purchased teachers can then also record student data.



**S.P.I.R.E.**®

Specialized Program Individualizing Reading Excellence

**4th Edition**



***Level 1***

**Teacher's Guide**

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**



## Introductory Lesson 5: Short e

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–25</li> <li>Key Word Sheet e (BLM p. 6)</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram Cards</li> <li>Introduce Phonogram Card 25 (<i>e</i>)</li> <li>Introduce key word <i>bed</i></li> </ul>
<b>Step 2: Phonological Awareness</b>		<ul style="list-style-type: none"> <li>Sound identification: identify short <i>e</i> sound</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>Small Letter Set (Manipulatives Kit)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Use letters to build words and sound them out</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>Decoding words with short <i>e</i></li> <li>Short <i>e</i> automaticity</li> <li>Vocabulary development</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> </ul>
<b>Step 6: Reading</b>	<ul style="list-style-type: none"> <li>Word Find (Workbook p. 118)</li> <li>Words and Sentences (Workbook p. 117)</li> </ul>	<ul style="list-style-type: none"> <li>Word Find</li> <li>Sentence reading</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM p. 13)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>bed</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify vowels</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice 1 and 2 (Workbook pp. 119–120)</li> <li>Concept Mastery Fluency Drill 1.5 (BLM p. 53)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading short <i>e</i> words</li> </ul>

**Lesson 5 Short e** introduces students to the concept of the short vowel *e*. This sound is often difficult for students, which is why it is presented as the last of the short vowels. The key word, *bed*, has been deliberately chosen not only to develop the short-*e* concept, but also to assist with frequent *b/d* confusion. The key word *bed* is easily recalled because we can make the word look like an actual bed. The student can visualize the *b* forming the headboard and the *d* forming the foot of the bed.

①

### Step 1: Phonogram Cards

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–24.

**I will show these letters one at a time. When I show a letter, say the letter's name and then its sound.**

Model the first item for students. For example, for Phonogram Card 1, say the following:

**This is the letter *p*. The letter *p* stands for the /p/ sound. When I show this card, you say: *p, /p/*.**

Review Phonogram Cards 1–24.

②

Display Phonogram Card 25.

**The name of this letter is *e*. What is the name of this letter? (*e*) The letter *e* is a vowel. You will learn how to read and spell words with the vowel *e*.**

③

Display Key Word Sheet *e*.

**The key word for *e* is *bed*. The key word helps us “unlock” the sound to remember it. What is the key word? (*bed*) Listen as I say the key word slowly.**

Say *bed* slowly, emphasizing the /ĕ/ sound.

**What is the key word for *e*? (*bed*) What is the letter's name? (*e*) The sound the letter *e* makes is /ĕ/. What sound does *e* make? (/ĕ/) Say *bed, /ĕ/*. (*bed, /ĕ/*)**

Have students repeat *e, /ĕ/, bed, /ĕ/* several times.

④

### Step 2: Phonological Awareness

#### Sound Identification

Students listen for the short *e* sound in the words you say, raising their hands when they hear the sound.

**Close your eyes. I will say a word. Repeat the word, and if you hear the /ĕ/ sound, raise your hand.**

**Say *met*. (*met*) Do you hear the /ĕ/ sound in *met*? (*yes*) So, you should raise your hand.**

**Say *run*. (*run*) Do you hear /ĕ/ in *run*? (*no*) So, you should not raise your hand.**

Repeat the activity with the following words: *let, red, cat, yes, get, sun, bed, hat, left, and best*.

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**Step 3: Word Building**

Students use the Small Letter Set from their Manipulatives Kit to build words.

**Listen as I say a word: *met*. Say *met*. (/m/) Let's sound out *met* using our fingers.**

Use your left hand, palm out, to segment the sounds, beginning with the thumb.

**Say *met*. (/m/) What's the first sound you hear in *met*? (/m/) Bring down the Small Letter that says /m/. What is the next sound you hear in *met*? (/ĕ/) What vowel letter says /ĕ/? (e) Bring down the Small Letter *e*, and put it next to the *m*. What is the last sound you hear in *met*? (/t/) Bring down the Small Letter that says /t/, and put it next to the *e*.**

**Put your finger under the first letter in the word. Sound out the word, pointing to each letter as you say its sound. (/m/ /ĕ/ /t/) Go back to the beginning of the word, and glide your finger under the word, saying it fast. (*met*)**

Repeat the activity with *let*, *red*, *yes*, *get*, and *best*.

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**Step 4: Decoding and Sentence Reading**

Use the top half of workbook page 117, "Words and Sentences."

**Open your workbook to page 117 and look at the words on the top of the page. Put your finger under the first word and say it aloud. (*men*) Underline the vowel *e*. What is the vowel's name? (e) What is the vowel's sound? (/ĕ/) Put your finger under the first letter in the word. Point to each letter and say its sound. (/m/ /ĕ/ /n/) Go back to the beginning of the word, and glide your finger under it, saying it fast. (*men*)**

Have students underline the vowel in each word in the first row, proceeding from left to right. Once they finish, have students segment the sounds aloud for each word and then say it fast. Repeat the procedure for the remaining rows.

**Vocabulary Development**

The following words may present meaning challenges for some students: *hem* and *yet*. Check that students understand the meanings of the words. Discuss unknown vocabulary with students using the strategies described in Vocabulary Development, in the Appendix.

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**Step 5: Prereading****Phoneme-Grapheme Analysis**

Write *bed* on the board. Underline the vowel, and point to the word.

**This word is *bed*. What is the word? (*bed*)**

**In the word *bed*, what letter says /ĕ/? (e)**

**In the word *bed*, what letter says /b/? (b)**

**In the word *bed*, what letter says /d/? (d)**

**In the word *bed*, what two letters say /ĕd/? (ed)**

- In the word *bed*, what does the letter *e* say? (/ĕ/)
- In the word *bed*, what does the letter *b* say? (/b/)
- In the word *bed*, what does the letter *d* say? (/d/)
- In the word *bed*, what do the two letters *ed* say? (/ĕd/)
- Say *bed*. (bed) Say *bed* again, but instead of /b/, say /r/. (red)

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### Step 6: Reading

Use workbook page 118, "Word Find."

**Open your workbook to page 118. What letter do you see in the center of your Word Find? (e) What sound does the letter e make? (/ĕ/) Look at all the words. Find words with the vowel e, and color the e in those words. Then read each e word and circle it. See how many e words you can find and read in five minutes.**

After five minutes, have students take turns reading their circled words aloud. As a word is read, write it on the board and have students check it off on their page.

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Use the bottom half of workbook page 117, "Words and Sentences."

**Open your workbook to page 117 and look at the sentences on the bottom of the page.**

**Look at the first sentence: 1. Ned fed his pet. A word is underlined. Why is the word underlined? (It is a red word, and it can't be sounded out.) Does anyone remember this word? (his) Look at the first word. What vowel do you see? (e) What sound does the letter e make? (/ĕ/) Look at the first letter in the word. Say each sound as you point to each letter. (/n/ /ĕ/ /d/) Go back to the beginning of the word and say it fast. (Ned) What else do you notice about this word? (It has a capital letter because it is a name.)**

Have students circle the /ĕ/ words in the first sentence. Next, ask students to read the circled words and then the sentence aloud. Finally, read the sentence together with students.

Repeat the procedure with each sentence. Remind students to make a picture in their minds as they read to make sure they understand each sentence.

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### Step 7: Sound Dictation

Distribute Lesson Dictation Paper to each student.

**1. Say /ĕ/. (/ĕ/) What letter makes the /ĕ/ sound? (e) Write the letter on your palm as you name it. (e) Now write the letter e on your paper, naming the letter as you write. (e) Look at the letter you just wrote. What is the name of that letter? (e) What sound does it make? (/ĕ/)**

Repeat with the following sounds: 2. /ĕ/ (e); 3. /ŭ/ (u); 4. /ĕ/ (e); 5. /ĭ/ (i); 6. /ă/ (a); 7. /ŭ/ (u); 8. /ĕ/ (e); 9. /ŏ/ (o); 10. /ŏ/ (o)

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## Step 8: Prespelling

### Phonological Awareness

- **Say *bed*. (bed) What is the first sound you hear in the word *bed*? (/b/) What vowel sound do you hear in the word *bed*? (/ĕ/) What is the last sound you hear in the word *bed*? (/d/)**
- **Say *bed*. (bed) Say *bed* again, but instead of /b/, say /r/. (red)**

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## Step 9: Spelling

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

1. **Say *bed*. (bed) Let's spell the word *bed*, writing the letters on your palm as you name them. (b, e, d) Now write the word *bed* on your paper, naming the letters as you write. (b, e, d)**

**Look at the word *bed*, and underline the vowel. What is the vowel's name? (e) What sound does the vowel *e* make? (/ĕ/) Go to the beginning of the word, and sound out each letter. (/b/ /ĕ/ /d/) Now glide your finger under the word and say it fast. (bed)**

Repeat the activity with the following words: 2. red; 3. set; 4. men; 5. pet; 6. tin; 7. met; 8. ten; 9. tent; 10. wet

When finished, have students take turns reading the words aloud.

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## Step 10: Sentence Dictation

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

**Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.**

1. **The red hen is a pet.**

Make a dash on the board as you say each word.

**Watch as I point to each dash and say the sentence again.**

Say the sentence again as you point to each dash.

**Now you say the sentence as I point to each dash. (The red hen is a pet.) Say the sentence again, and this time you make a dash on your paper for each word. (The red hen is a pet.)**

**Say the sentence again, pointing to each dash as you say each word. (The red hen is a pet.)**

**Now write the sentence on your paper, one word on each dash. (Wait for students to finish writing.)**

- **Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**

• You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

• Choose a student to read the sentence aloud.

• Repeat the procedure with the following sentence:

2. Ned can get wet.

• When students finish, have them read both sentences aloud.

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### Independent Practice

• While you are administering the Concept Mastery Fluency Drill to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.

• **Independent Practice 1:** Have students turn to page 119 in their workbook. Discuss the illustrations with them, identifying each picture. Then read the words at the top of the page with the students. Have them find a word that matches the first picture and print it in the space under the picture. Encourage students to complete the page independently.

• **Independent Practice 2:** Have students turn to page 120 in their workbook. With students, read the words below the sentences and then read the first sentence. Have students find a word that completes the sentence and write it in the space. Encourage students to complete the page independently.

### Mid-Level Test

• After completion of Reinforcing Lesson 5a: Short e, when students achieve 80 percent mastery on the Concept Assessment, assess them using the **Level 1 Mid-Level Test** before moving on to Introductory Lesson 6: *sh*.



• **Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



• **Digital Assessment:** Follow the directions for administration and scoring, found online.

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### Concept Mastery Fluency Drill

• Test students one at a time. Select the student being tested and give the student Concept Mastery Fluency Drill 1.5. For information on using the Concept Mastery Fluency Drill for fluency instruction and additional assessment, see Rereading for Fluency, in the Appendix.



• **Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.



• **Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 1.5, Scene 15.



## Reinforcing Lesson 5a: Short e

Lesson Overview		
Step	Materials	Activity / Procedure
<b>Step 1: Phonogram Cards</b>	<ul style="list-style-type: none"> <li>Phonogram Cards 1–25</li> <li>Decodable 1 Word Cards 51–56</li> </ul>	<ul style="list-style-type: none"> <li>Review previously taught Phonogram Cards</li> <li>Introduce Decodable 1 Word Cards 51–56</li> </ul>
<b>Step 2: Phonological Awareness</b>		<ul style="list-style-type: none"> <li>Sound providing: identify sounds in different parts of a word</li> <li>Sound deletion: say a word, then only say a part of it</li> </ul>
<b>Step 3: Word Building</b>	<ul style="list-style-type: none"> <li>Small Letter Set (Manipulatives Kit)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Use letters to build words and sound them out</li> <li>Substitute a letter to make a new word</li> </ul>
<b>Step 4: Decoding and Sentence Reading</b>	<ul style="list-style-type: none"> <li>Words and Sentences (Workbook p. 121)</li> </ul>	<ul style="list-style-type: none"> <li>Word decoding</li> <li>Sentence comprehension</li> </ul>
<b>Step 5: Prereading</b>		<ul style="list-style-type: none"> <li>Phoneme-grapheme analysis: letter/sound analysis</li> <li>Introducing the story: build background, vocabulary, and concepts</li> </ul>
<b>Step 6: Reading Comprehension</b>	<ul style="list-style-type: none"> <li>Passage (Workbook p. 122)</li> <li>Graphic Organizer (Workbook p. 123 or BLM p. 18)</li> <li>Fluency Tracking Sheet (Workbook p. 300)</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading</li> <li>Comprehension activity: graphic organizer</li> <li>Rereading for fluency</li> </ul>
<b>Step 7: Sound Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (BLM p. 13)—1 per student</li> </ul>	<ul style="list-style-type: none"> <li>Write known spellings for sounds</li> </ul>
<b>Step 8: Prespelling</b>		<ul style="list-style-type: none"> <li>Phonological awareness: identify phonemes in <i>went</i></li> </ul>
<b>Step 9: Spelling</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Words (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Say and spell words</li> <li>Identify vowels</li> </ul>
<b>Step 10: Sentence Dictation</b>	<ul style="list-style-type: none"> <li>Lesson Dictation Paper (from Step 7)</li> <li><i>Optional:</i> Alternate Dictation Sentences (Appendix)</li> </ul>	<ul style="list-style-type: none"> <li>Make a dash for each word in a sentence</li> <li>Write and say sentences</li> </ul>
<b>Independent Practice &amp; Assessment</b>	<ul style="list-style-type: none"> <li>Independent Practice (Workbook p. 124)</li> <li><i>Optional:</i> Decodable Reader <i>Get the Pets!</i> (Set 1B)</li> <li>Concept Assessment 1.5a (BLM p. 88)—1 master copy and 1 copy per student</li> </ul>	<ul style="list-style-type: none"> <li>Assign Independent Practice while assessing individual students</li> <li>Assess student fluency reading short e words</li> </ul>

1

**Step 1: Phonogram Cards**

First, review all previously learned Phonogram Cards. Display Phonogram Cards 1–25.

**I will show these letters one at a time. When I show a letter, say the letter's name and then its sound.**

Model the first item for students. For example, for Phonogram Card 1, say the following:

**This is the letter *p*. The letter *p* stands for the /p/ sound. When I show this card, you say: *p*, /p/.**

Review Phonogram Cards 1–25.

2

Display Decodable 1 Word Cards 51–56. Begin with Decodable 1 Word Card 51.

**Today I want to teach you some new green word cards. These words are important to practice because you will see them often when you read. They are on green cards because you can sound them out if you forget the word. Like the traffic light, they mean "go."**

**Look at this word. What vowel do you see? (e) What sound does the vowel *e* make? (/ĕ/)**

**Let's go back to the beginning of the word and sound out each letter. (/m/ /ĕ/ /n/) Now say the word fast. (men)**

Using the same procedure, introduce Decodable 1 Word Cards 52–56.

3

**Step 2: Phonological Awareness****Sound Providing**

**What sound do you hear at the beginning of each word?**

*hen* (/h/), *wet* (/w/), *yes* (/y/)

**What vowel sound do you hear in each word?**

*pat* (/ă/), *get* (/ĕ/), *lid* (/ĭ/), *pet* (/ĕ/)

**What sound do you hear at the end of each word?**

*men* (/n/), *web* (/b/), *pep* (/p/)

**Sound Deletion**

**Say *met*. (met) Say *met* again, but don't say /m/. (/ĕt/)**

**Say *ten*. (ten) Say *ten* again, but don't say /n/. (/tĕ/)**

**Say *tin*. (tin) Say *tin* again, but don't say /t/. (/ĭn/)**

**Say *pin*. (pin) Say *pin* again, but don't say /n/. (/pĭ/)**

**Say *sled*. (sled) Say *sled* again, but don't say /s/. (/lĕd/)**

**Say *pen*. (pen) Say *pen* again, but don't say /p/. (/ĕn/)**

**Say *pet*. (pet) Say *pet* again, but don't say /t/. (/pĕ/)**

4

### Step 3: Word Building

Students will use the Small Letter Set from their Manipulatives Kit to build words.

**Say *met*.** (*met*) **Say the sounds, and bring down the Small Letters for each sound.** (/m/ /è/ /t/) (Wait for students to finish.) **Go back to the beginning of the word, point to each letter, and say its sound.** (/m/ /è/ /t/) **Now glide your finger under the word, saying it fast.** (*met*)

**Let's change *met* to *pet*.** **Say *met*, and then say *pet*.** (*met, pet*) **Sound out *met*.** (/m/ /è/ /t/) **Sound out *pet*.** (/p/ /è/ /t/) **Change the letter to match the new sound.** (Wait for students to finish.) **Go back to the beginning of the new word, point to each letter, and say its sound.** (/p/ /è/ /t/) **Now glide your finger under the word, saying it fast.** (*pet*)

Repeat the activity, changing *pet* to *pen*, *pen* to *pin*, *pin* to *tin*, *tin* to *ten*, and *ten* to *men*.

5

### Step 4: Decoding and Sentence Reading

#### Decoding

Use the top half of workbook page 121, "Words and Sentences."

**Open your workbook to page 121 and look at the words on the top of the page. Put your finger under the first word and say it aloud.** (*nap*) **Underline the vowel. What is the vowel's name? (a) What sound does the vowel *a* make? (/ă/)** **Put your finger under the first letter in the word. Point to each letter and say its sound.** (/n/ /ă/ /p/) **Go back to the beginning of the word, glide your finger under it, and say it fast.** (*nap*)

Have students underline the vowel in each word in the first row, proceeding from left to right. Once they finish, have students segment the sounds aloud for each word and then say it fast. Repeat the procedure for the remaining rows. Ask students to use the word in a sentence if you are unsure whether they understand it.

After five minutes, move on to Sentence Comprehension.

6

#### Sentence Comprehension

Use the bottom half of workbook page 121, "Words and Sentences."

**Open your workbook to page 121 and look at the sentences on the bottom of the page. Read the first sentence silently. Remember to make a picture in your mind as you read to help you understand the sentence. Look up when you are finished.**

**Let's read the first sentence aloud together.**

1. **The tot sat up in the bed.**

**What did the tot do?** (The tot sat up in the bed.)

**Read the next sentence silently. Look up when you are finished.**

2. **Nan led the dog.**

Choose a student to read the sentence aloud. (**Nan led the dog.**) **What did Nan do?** (She led the dog.)

Repeat the activity with the remaining sentences:

3. Set the pan in the tub.

**What picture did you see in your mind when you read this sentence?**

(Answers will vary.)

4. The jet is fast.

**What do we know about the jet?** (It is fast.)

5. Ted met ten men on his trip.

**Who did Ted meet?** (He met ten men.)

7

### Step 5: Prereading

#### Phoneme-Grapheme Analysis

Write *pond* on the board. Underline the vowel.

**This word is *pond*. What is this word?** (pond)

**In the word *pond*, what letter says /ō/?** (o)

**In the word *pond*, what letter says /p/?** (p)

**In the word *pond*, what letter says /n/?** (n)

**In the word *pond*, what two letters say /nd/?** (nd)

**In the word *pond*, what letter says /d/?** (d)

**In the word *pond*, what does the letter *o* say?** (/ō/)

**In the word *pond*, what do the two letters *nd* say?** (/nd/)

**In the word *pond*, what does the letter *p* say?** (/p/)

**In the word *pond*, what does the letter *d* say?** (/d/)

**Say *pond*.** (pond) **Say *pond* again, but don't say /n/.** (pod)

8

#### Introducing the Story

**Build Background, Vocabulary, and Concepts**

**How do you feel on hot summer days? What do you do to cool off?** (Answers will vary.)

**Does anyone have an old dog? How is an old dog different from a puppy?** (Sample answer: Old dogs like to sleep. Puppies like to play and run.)

**Today we will read about Ben, a kind, old dog. He lives with his owner in a house by a small pond. Ben's favorite activity in the summer is to sit at the edge of the pond, digging in the soft, wet dirt.**

## Step 6: Reading Comprehension

Use the passage on workbook page 122: *Ben, the Dog*.

In this step, students read sections of the passage silently, answer questions about each section, and then read the passage again.

**Open your workbook to the passage on page 122 and read the title aloud. (Ben, the Dog) The title often tells us something important about the passage. What do you think this passage is about? (a dog named Ben) Read the first section silently. Remember to make a picture in your mind as you read. Look at me when you are finished.**

Ben, the dog, is at the pond.  
Ben can dig up a bug.  
The bug is in the mud.

**Where is Ben? (He is at the pond.) What sentence answers this question? (Ben, the dog, is at the pond.) What does the dog do? (He digs up a bug.) Where is the bug? (in the mud) What sentence tells us where the bug is? (The bug is in the mud.)**

Use the same procedure for the following passage sections:

Ben can let the bug run.  
Ben can dig and dig.

**What does Ben do with the bug? (He lets the bug run.)**

Ben can dig a big pit.  
The sun is hot at the pond.  
Ben is hot.

**What is a *pit*? (a hole) What is Ben's problem? (Ben is hot.) What do you think Ben will do? (Answers will vary.)**

Ben can jump in the pond.  
Ben has a dip in the pond.  
Ben is wet, but Ben is not hot.

**What does Ben do? (He jumps in the pond.)**

Ben can sit in the sun.  
Ben has a nap at the pond.

**What does Ben do when he gets out of the pond? (He takes a nap.)**

**Go to the beginning and silently read the entire passage without stopping. When you finish, look at me.**

Choose students to read sentences of the passage aloud to the group.

10

**Comprehension Activity**

**Sequencing**

Have students open their workbook to the Graphic Organizer on page 123. You may also draw or project the Graphic Organizer found in *Blackline Masters for Instruction and Assessment*. Work with students to fill in the answers as they put in order three things that happen in *Ben, the Dog*.

**To understand a story, sometimes it helps to put in order the things that happen. Ben does three main things in this story. We will use the passage to complete the Graphic Organizer. We need to tell the order in which things happen in *Ben, the Dog*.**

Complete the Graphic Organizer using the passage.

11

**Rereading for Fluency**

To strengthen oral reading fluency and to obtain a words-correct-per-minute (wcpm) score, have students complete a one-minute fluency probe using the passage *Ben, the Dog* on page 122 of their workbook.

Students should use the Fluency Tracking Sheet in their workbook to track their wcpm score.

For directions, see Rereading for Fluency, in the Appendix.

12

**Step 7: Sound Dictation**

Distribute Lesson Dictation Paper to each student.

**1. Say /ě/. (/ě/) What letter makes the /ě/ sound? (e) Write the letter on your palm as you name it. (e) Now write the letter e on your paper, naming the letter as you write. (e) Look at the letter you just wrote. What is the name of the letter? (e) What sound does e make? (/ě/)**

Repeat with the following sounds: 2. /ō/ (o); 3. /ī/ (i); 4. /ă/ (a); 5. /ŭ/ (u); 6. /ě/ (e); 7. /d/ (d); 8. /b/ (b); 9. /ī/ (i); 10. /ě/ (e)

13

**Step 8: Prespelling**

**Phonological Awareness**

**Say went. (went) How many sounds do you hear in the word went? (4) What is the first sound you hear in the word went? (/w/) What vowel sound do you hear in the word went? (/ě/) What is the next sound you hear in the word went? (/n/) What is the last sound you hear in the word went? (/t/) Say went. (went) Say went again, but don't say /n/. (wet)**

### Step 9: Spelling

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Words covering the same skills, found in the Appendix, are available for older students.

1. Say *went*. (went) **Who can spell the word *went*, writing the letters on your palm as you name them?** (w, e, n, t) **Now everyone, spell the word *went*, writing the letters on your palm as you name them.** (w, e, n, t) **Now write the word *went* on your paper, naming the letters as you write.** (w, e, n, t)

**Look at the word *went*, and underline the vowel. What is the vowel's name?** (e) **What sound does the vowel make?** (/ě/) **Go to the beginning of the word, and sound out each letter.** (/w/ /ě/ /n/ /t/) **Now glide your finger under the word, and say it fast.** (went)

Repeat the activity with the following words: 2. wet; 3. pond; 4. red; 5. sent; 6. and; 7. big; 8. swam; 9. dog; 10. men

When finished, have students take turns reading the words aloud.

### Step 10: Sentence Dictation

Students use the same sheet of Lesson Dictation Paper distributed in Step 7.

Alternate Dictation Sentences covering the same skills, found in the Appendix, are available for older students.

**Listen carefully as I say a sentence, and watch as I make a dash on the board for each word.**

1. **Tim went and swam at the pond.**

Make a dash on the board as you say each word.

**Now, watch as I point to each dash and say the sentence again.** Say the sentence again as you point to each dash.

**Now say the sentence as I point to each dash.** (Tim went and swam at the pond.) **Let's say the sentence again, and this time you make a dash on your paper for each word.** (Tim went and swam at the pond.)

Write the sight word, *the*, on the board for students to copy.

**Now write the sentence on your paper.** (Wait for students to finish writing.)

**Put your pencil down when you finish, and go back and check the sentence. If you find a mistake, do not erase it. Put brackets around the mistake, and write the correct word above it.**

You may need to demonstrate bracketing a mistake and making a correction, as shown in Sentence Dictation, in the Appendix. Help students check and correct the sentence.

- Repeat the procedure with the following sentence:
- 2. The red dog is big.
- When students finish, have them read both sentences aloud.

16

### Independent Practice

- While you are administering the Concept Assessment to students one at a time, the other students may complete independent practice for extra reinforcement of this lesson's concepts.
- **Independent Practice:** Have students turn to page 124 in their workbook. Discuss the illustration, prompting them to tell what they remember about the passage *Ben, the Dog*. Then read and discuss the first question with students. Encourage students to complete the page independently.
- If students are ready to read a new decodable book independently or in pairs, invite them to read Set 1B: Decodable Reader *Get the Pets!*

17

### Mid-Level Test

- After completion of Reinforcing Lesson 5a: Short e, when students achieve 80 percent mastery on the Concept Assessment, assess them using the **Level 1 Mid-Level Test** before moving on to Introductory Lesson 6: *sh*.
-  **Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.
-  **Digital Assessment:** Follow the directions for administration and scoring, found online.

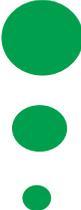
### Concept Assessment

- Test students one at a time. Select the student being tested and give the student Concept Assessment 1.5a.
-  **Paper Assessment:** Follow the directions for administration and scoring, found in *Blackline Masters for Instruction and Assessment*.
-  **Digital Assessment:** Follow the directions for administration and scoring, found in Lesson 1.5a, Scene 17.



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**4th Edition**



***Level 1***  
**Workbook**

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**

1. men met net bet wet
  2. let get leg jet ten
  3. hen red led set hem
  4. den pet peg beg Rex
  5. Ben yet bed fed pen
- 

1. Ned fed his pet.
2. Let the pet get wet.
3. Ted is a vet.
4. The pet hen is in the pen.
5. The red hen is a pet.

bed bad **got** yet  
 prep  
**best** BEN jig net  
 well PEP **Tom** ton  
 red test  
**help** **e** ten  
 yes hut  
**less** cut pad  
 tag web swept **left**  
 up pin end  
**fresh** slot NEXT

1.5: Short e

Independent Practice 1

cliff

jet

net

help

eggs

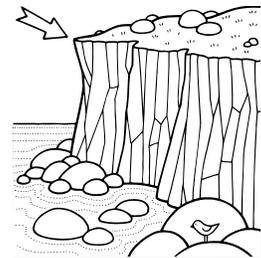
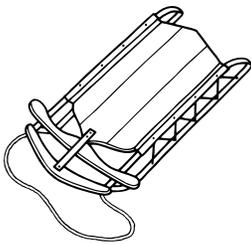
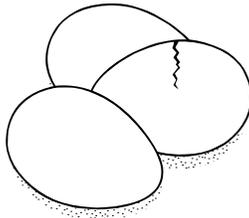
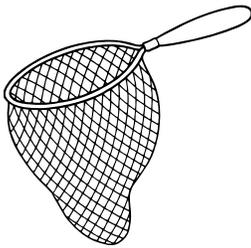
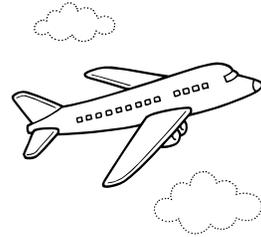
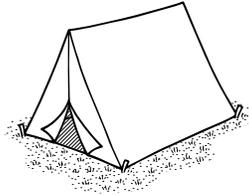
wet

sled

hem

tent

basket



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Get the nuts in the \_\_\_\_\_.

The dog is sad and \_\_\_\_\_.

A \_\_\_\_\_ is a hat.

Fred \_\_\_\_\_ his pet.

The \_\_\_\_\_ bit Tim's leg.

wet    bonnet    basket    pet    fed    ant

1. nap not let hog hot
  2. hum net nut dip den
  3. gas get dig box bed
  4. led dot bug fog gum
  5. on ox pen lip dug
- .....

1. The tot sat up in the bed.
2. Nan led the dog.
3. Set the pan in the tub.
4. The jet is fast.
5. Ted met ten men on his trip.

## Ben, the Dog

Ben, the dog, is at the pond.	7
Ben can dig up a bug.	13
The bug is in the mud.	19
Ben can let the bug run.	25
Ben can dig and dig.	30
Ben can dig a big pit.	36
The sun is hot at the pond.	43
Ben is hot.	46
Ben can jump in the pond.	52
Ben has a dip in the pond.	59
Ben is wet, but Ben is not hot.	67
Ben can sit in the sun.	73
Ben has a nap at the pond.	80

1

Three horizontal lines for writing.



2

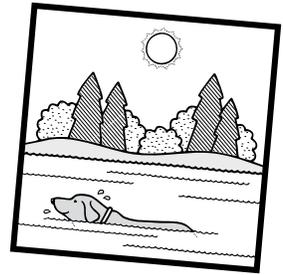
Three horizontal lines for writing.



3

Three horizontal lines for writing.

## Ben, the Dog



Ben is at the \_\_\_\_\_.

The \_\_\_\_\_ is hot.

Ben can dig up a \_\_\_\_\_.

Ben can dig a big \_\_\_\_\_.

Ben has a \_\_\_\_\_ in the pond.

Ben is \_\_\_\_\_, but Ben is \_\_\_\_\_ hot.

not      bug      dip      sun      pond      wet      pit





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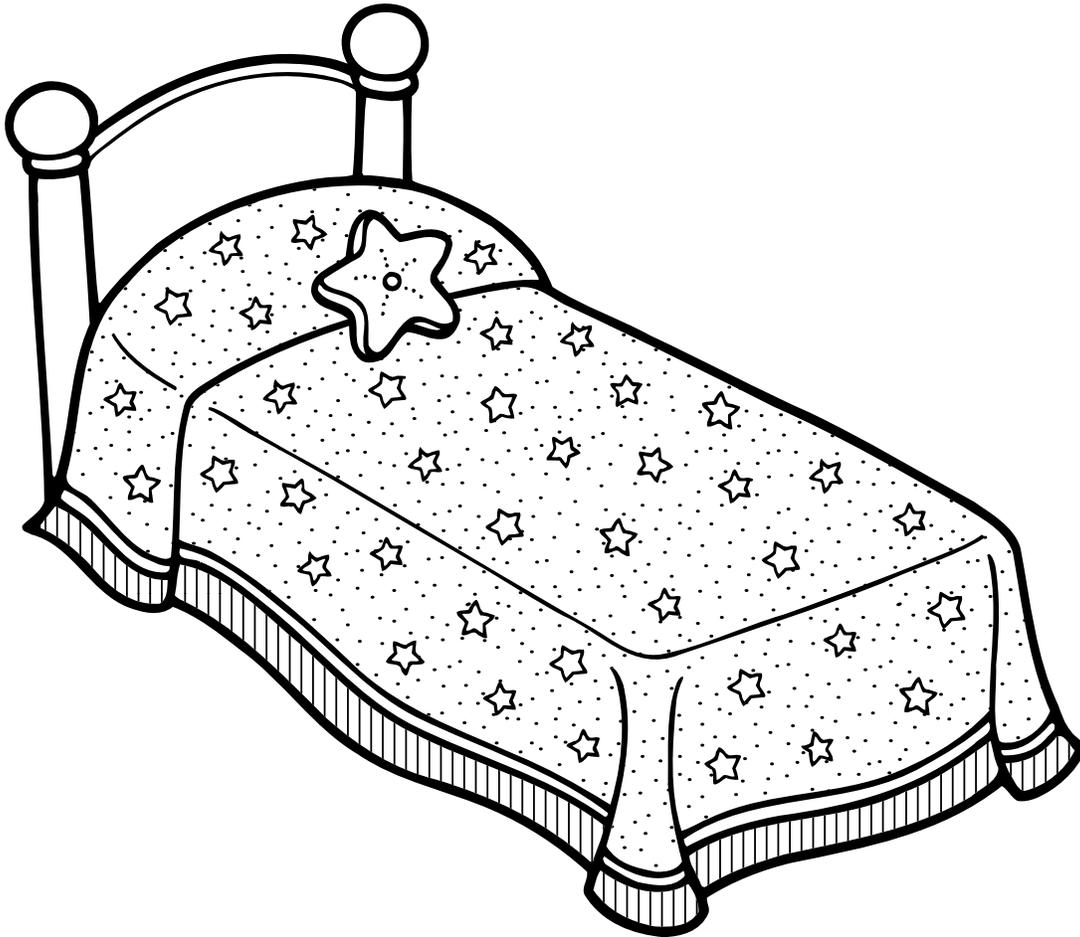
***Level 1***

Blackline Masters for  
Instruction and Assessment

Sheila Clark-Edmands

**EDUCATORS PUBLISHING SERVICE**

e



bed

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Sounds**

**Words**

1.

1.

2.

2.

3.

3.

4.

4.

5.

5.

6.

6.

7.

7.

8.

8.

9.

9.

10.

10.

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Name: \_\_\_\_\_

**Sentences**

1.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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2.

\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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\_\_\_\_\_

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## Lesson 1.5 Concept Mastery Fluency Drill

best send went sent left went help best left  
send went sent left kept went sent help went  
best left kept send left kept went sent help

---

send went sent left kept help best send	8
went sent left kept help best send went	16
sent left kept help best kept help send	24
went sent left kept help best sent left	32
best send went sent best send left kept	40
help best went sent left kept went sent	48
best send left kept help kept help best	56
send went sent left went help best send	64
went sent left kept went sent help kept	72
help best send went sent left went help	80
best send went sent left kept went sent	88
help best left kept send went sent left	96

## Lesson 1.5a Concept Assessment

bed

yes

let

ten

set

end

web

sled

desk

vest

-----

Ed got fed.

Ted met Bev on his trip.

Jen steps on the wet tin can.

The rag on the bed has a hem.

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